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ABSTRACT

The component parts of a successful cooperative governance structure designed to facilitate staff development in elementary and secondary urban schools are described. Headed by a Staff Development Policy Board, the governance organization combines teaching and administrative staffs as a decision making body. A maximum amount of staff input and communication is encouraged. The purpose of the Policy Board is to identify, develop, and coordinate inservice and professional development activities. An elected General Assembly serves as liaison between schools and departments, assesses needs, locates resources, oversees applications for program funding, and acts as a public relations agent. Voting members of the Policy Board are appointed to serve as coordinators and directors of curriculum and staff development programs. An Executive Committee is empowered to act for the Board on administrative exigencies. Included in this report are the results of staff development surveys of school personnel on perceived educational priorities for staff develoment. (JD)

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# The Governance Structure of the Lansing (Michigan) Staff Development Policy Board

A Presentation for

The National Council of States on Inservice Education

Fifth Annual

National Inservice Conference

December 7-11, 1980

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SP 017 900

ABSTRACT

The Lansing (Michigan) Staff Development Policy Board Structure

Lansing is an industrial (Oldsmobile), governmental (State Capital), and educational (Michigan State University) center with a population of 126,420 and serves as the business and cultural center for a tri-county area with a population of 420,000.

Lansing is a multi-ethnic community hosting most ethnic groups and a wide range of family income levels. A breakdown of the public school enrollment (24,445 students) shows the following percentages:

| | Elementary | Secondary |
|---|---|---|
| Caucasian | 65% | 68% |
| Black | 22% | 21% |
| Spanish Surname | 10% | 3% |
| Asian | 2% | 1% |
| American Indian | 1% | 1% |

Organizationally, the Lansing School District operates in a decentralized context. Key functions such as personnel selections, instructional management, curriculum development and budgeting are delegated to local building administration and faculty.

The Lansing School District proposes to share the governance structure of its Staff Development Policy Board by a joint presentation made by the Chairperson of the Policy Board (Ms. Jacqueline Urso who is also the Coordinator of the State Department of Education's staff development entitlement funds), and the Director of Curriculum and Staff Development, Dr. William Helder.

We believe that the greatest benefit of the district model is that it makes the staff development process readily accessible to groups and individuals of the professional staff. It also facilitates what we believe is an

extremely effective way to coordinate the various funding sources to produce a coherent program product.

The programming of activities is a direct result of staff assessed needs and district priorities. The program design is developed through the joint efforts of administrative, supportive and classroom staff. This is achieved by use of local, university, Intermediate School District and outside resources, all of which are represented on the Policy Board.

Using a series of overlays, we propose to explain in detail the following components:

The Policy Board

The Policy Board consists of eighteen members (fifteen with voting rights, three ex-officio, non-voting). The composition of the Board is as follows:

1. Eight teachers with voting power representative of the professional staff of the district are appointed by the Lansing Schools Education Association.

   Appointed teachers will represent the following areas:

| NUMBER OF TEACHERS | AREA |
|---|---|
| 1 | Vocational Education |
| 1 | Special Education |
| 1 | Secondary Classroom Education |
| 2 | Elementary Classroom Education |
| 1 | Compensatory Education |
| 1 | Support Staff |
| 1 | Staff Development |

2. Seven administrators with voting power are appointed by the Superintendent.

   Appointed administrators will represent the following areas:

   Department of Vocational Education
   Department of Special Education
   Department of Instructional Support
   Department of Elementary/Secondary Education
   Department of State/Federal Programs
   Department of Curriculum/Staff Development *
   Department of Educational Management Services

* The Director of Curriculum and Staff Development shall be the office of record and shall serve as staff support and fiscal agent to the Board for the Lansing School District.

3. One Michigan State University, College of Education, representative ex-officio, non-voting.

4. One Ingham Intermediate School District representative ex-officio, non-voting.

5. One non-public school representative ex-officio, non-voting.

The Policy Board meets monthly.

The Representative Assembly

The Representative Assembly is made up of 84 representatives from the professional staff. Selected jointly by LSEA-LSD Staff Development Policy Board. Willing to work with Needs Assessment and development of building and individual inservice. Will be contacted through the Director of Curriculum and Staff Development. This is a voluntary position. The time used will be compensated by released time, extra duty pay or PGP as deemed by the activity.

Each of our 41 elementary buildings has one representative to the Assembly. At the secondary level there is a liaison person for each 20 professionals.

The Representative Assembly meets quarterly.

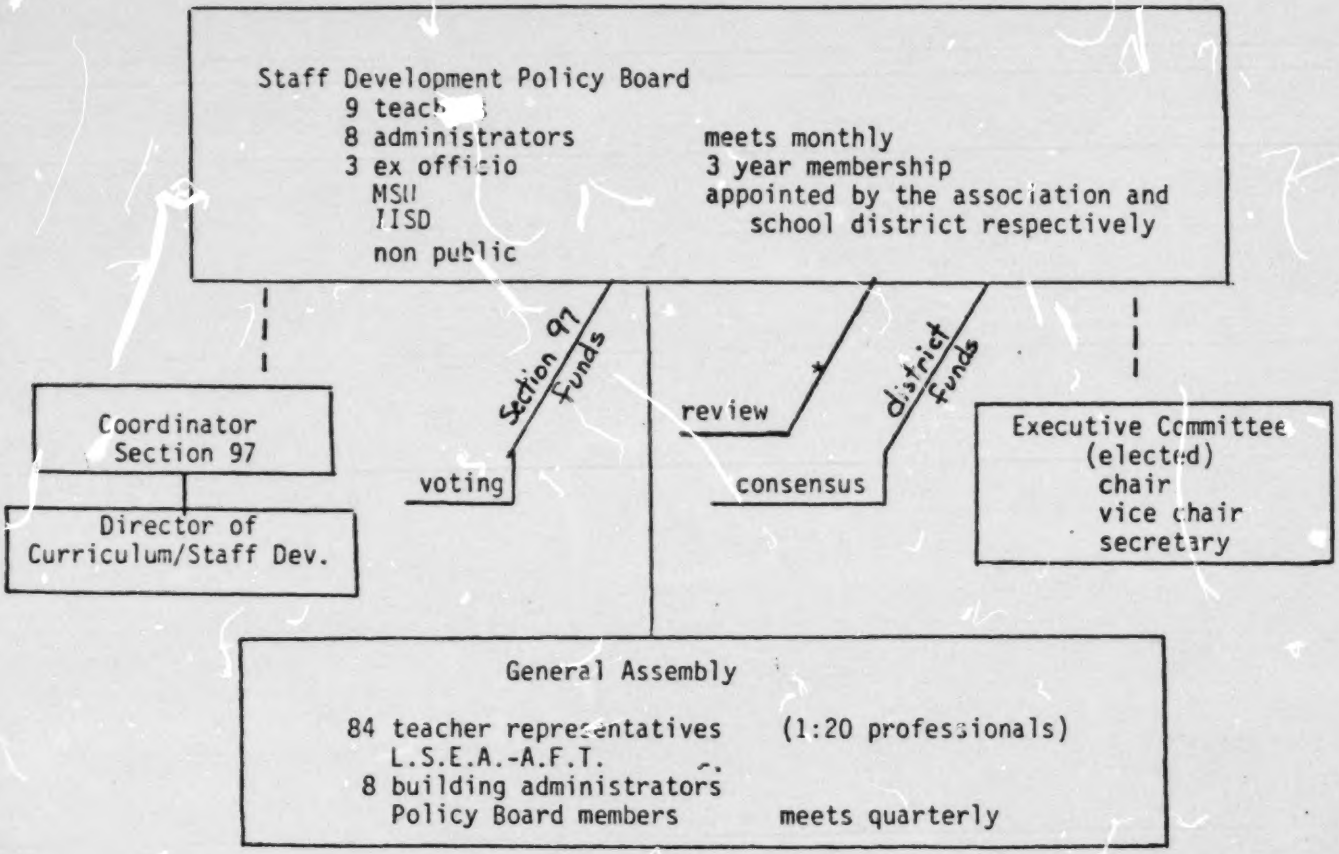
The Executive Committee

The Executive Committee is made up of the Chairperson (who must be a member of the teaching staff), the Vice-Chairperson and the Secretary.

This group meets weekly and reviews applications for inservice funds. These applications may originate at any level in the district. Every member of the Representative Assembly is supplied with copies of the the application forms.

NOTE: We are aware of the 3-page limitation on the abstract but are taking the liberty of appending a 1-page outline of our governance structure and a copy of our application for funding.

STAFF DEVELOPMENT GOVERNANCE STRUCTURE




* other staff development activities

Policy Board function:

identify, develop and coordinate staff development activities within the L.S.D., both catagorical and non-catagorical, consistent with the responsibilities detailed in Section 97, of Act 94 of Public Acts of 1979, and existing district administrative policies.

General Assembly function:

serve as a liaison from building or department, assess staff needs, locate resources to meet those identified needs, write applications for funding of programing, and act as public relations agent.

2/80

# THE GOVERNANCE STRUCTURE OF A STAFF DEVELOPMENT POLICY BOARD AND TEACHER CENTER

LANSING, MICHIGAN
1980 - 81

# OBJECTIVES FOR THIS SESSION...

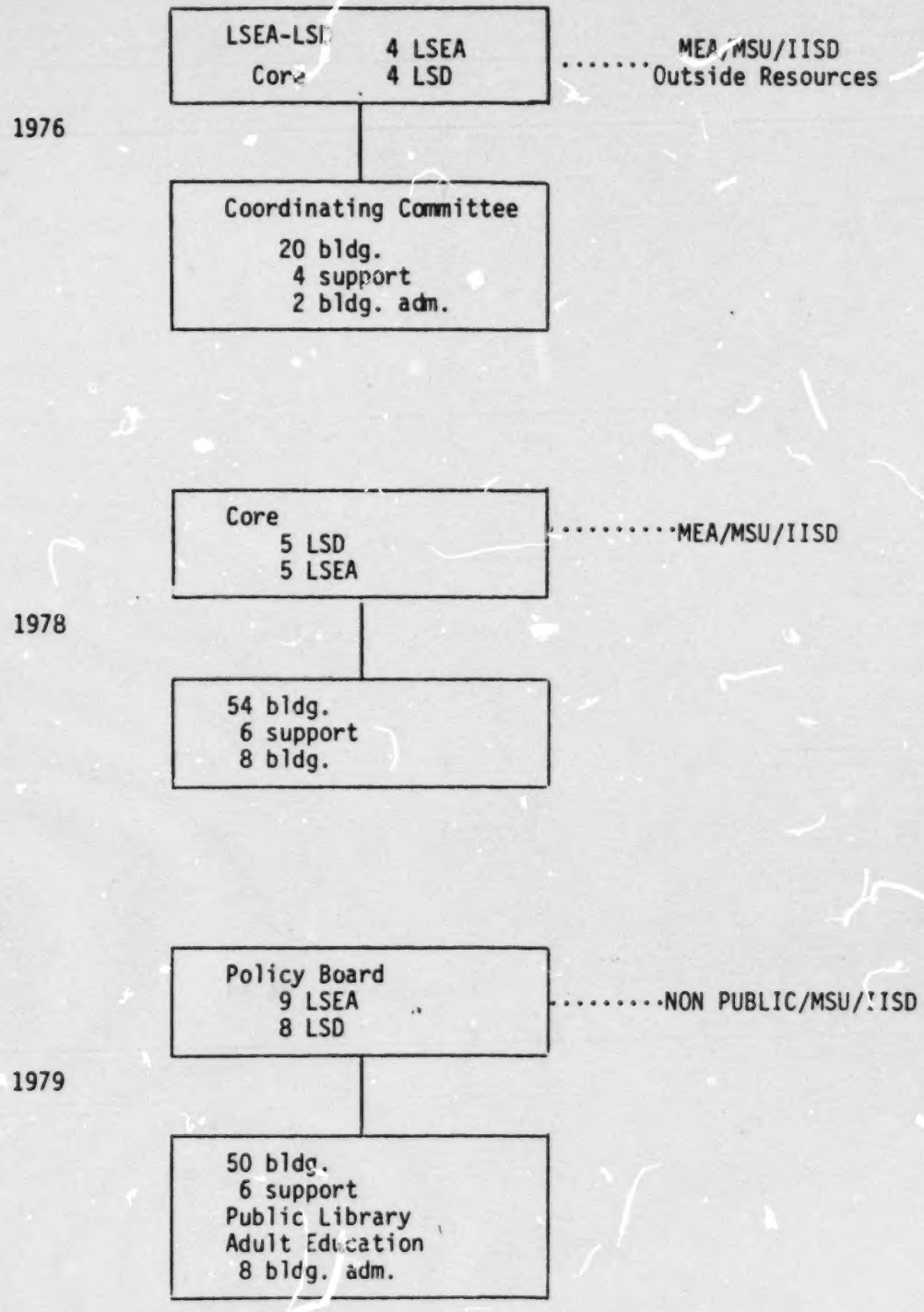
- to acquaint the participants with the component parts of a successful cooperative governance structure
- to demonstrate the coordination of previously isolated elements of a staff development program
- to illustrate the combination of teaching and administrative staff as a decision-making body
- to demonstrate a model which maximizes staff input and communication
- to provide an illustration of a consensus decision making model

## HISTORICAL BACKGROUND 1976-81

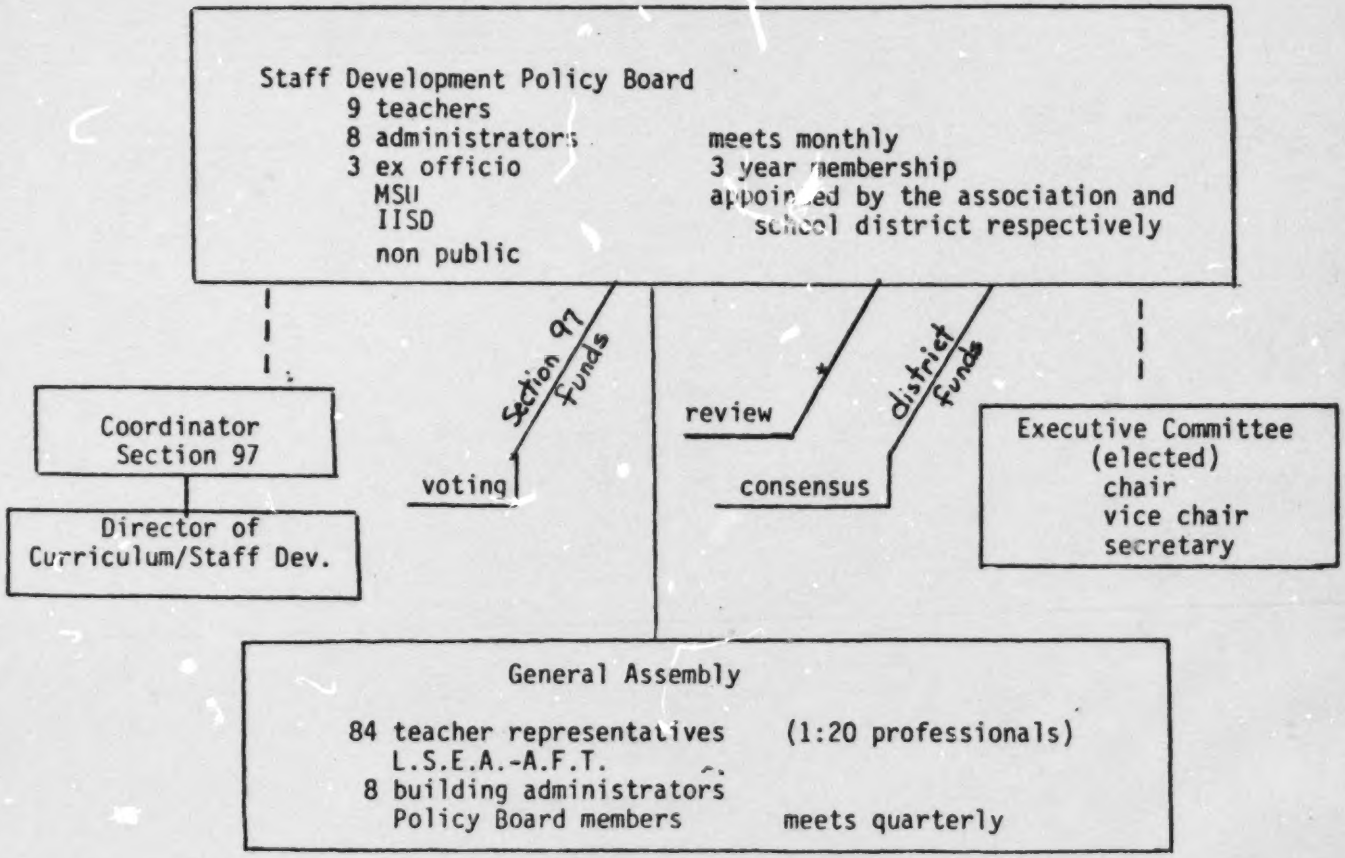
Joint Planning 1976
(association and district)

May 1976 Court Ordered Cluster Plan

| | Persons | Assessment | Dollars |
|---|---|---|---|
| MAY 1976-78 | 20 elem. liaisons<br>4 support liaisons<br>2 bldg. admin.<br>LSEA/MEA/IISD/MSU<br>Core: 4 central admin.; 4 teacher positions | Mandatory for Cluster<br>Optional for Others | $10,000 ESAA<br>10,000 LSD<br>1,000 LSEA |
| 1978-79 | 54 elem./sec. bldg.<br>6 support<br>8 bldg. admin.<br>Core: 5 central; 5 teacher positions<br>LSEA/MEA/MSU/IISD | Same as above | $20,000 LSD<br>1,000 LSEA<br>(began co-ordinating comp. ed. funds) |
| 1979-81 | 50 bldg.<br>6 support<br>Public Library<br>Adult. Ed.<br>8 bldg. admin.<br>Policy Board: 8 central admin.; 9 teacher positions<br>LSEA/MSU/IISD/NON-PUBLIC | 1979-80<br>Same as above<br>1980-81<br>All staff including admin. teacher paraprofessional | 1979-80<br>$ 800 LSEA<br>84,695 LSD<br>45,000 STATE<br>(comp. ed. sp. ed. voc. ed.)<br>1980-81<br>? STATE<br>$58,500 LSD<br>? LSEA |


LSEA-LSD
Core
4 LSEA
4 LSD
MEA/MSU/IISD
Outside Resources
1976
Coordinating Committee
20 bldg.
4 support
2 bldg. adm.
Core
5 LSD
5 LSEA
MEA/MSU/IISD
1978
54 bldg.
6 support
8 bldg.
Policy Board
9 LSEA
8 LSD
NON PUBLIC/MSU/IISD
1979
50 bldg.
6 support
Public Library
Adult Education
8 bldg. adm.

STAFF DEVELOPMENT GOVERNANCE STRUCTURE




* other staff development activities

STAFF DEVELOPMENT POLICY BOARD

20 members
(17 voting - 3 ex-officio, non voting)

9 teachers

2 elementary classroom education
1 secondary classroom education
1 special education
1 vocational education
1 bilingual education
1 compensatory education
1 support staff *
1 staff development **

Meet monthly
Three-year membership
Appointed by association and school district respectively

8 administrators

Department of Vocational Education
Department of Special Education
Department of Instructional Support
Department of Elementary/Secondary Education
Department of State/Federal Funds
Department of Curriculum/Staff Development
Department of Bilingual Education
Department of Personnel

* Support shall mean LSEA members who do not provide direct classroom services

** Staff development shall mean LSEA members involved in providing staff development activities

Michigan State University - ex-officio
Ingham Intermediate School District - ex-officio
Non-Public - ex-officio

PURPOSE:

The Staff Development Policy Board shall have as its primary purpose the identification, development, and coordination of inservice and professional development activities within the Lansing School District, both categorical and non-categorical, consistent with the responsibilities detailed in Section 97, of Act 94 of Public Acts of 1979, and existing district administrative policies.

FUNCTIONS

The Policy Board will:

A. Establish Staff Development policies and By-Laws to include processes for amending its own procedures and membership.

B. Establish a general framework for inservice activities to include processes to identify needs, establish priorities, select resources, design, implement, and evaluate all programs.

C. Identify Professional Staff Development Programming goals and objectives for the Lansing School District.

D. Establish an on-going Evaluation Process to measure the effectiveness of all programs to determine the effect on teachers and other educational workers, and ultimately on the lives of students.

E. Designate the Professional Staff Development Coordinator to coordinate program.

F. Approve all budgets and review expenditures.

G. Serve as a Broker for expediting recommendations from the LSD-LSEA Liaison representatives and other inservice clients within the Lansing School District.

H. Approve progress and interim reports required by the Michigan Department of Education.

I. Approve three year Program Plan and Evaluation Design (to be submitted to the Michigan Department of Education by July 15, 1980).

J. Develop and submit recommendations to the Board of Education and the Lansing Schools Education Association.

## STAFF DEVELOPMENT EXECUTIVE COMMITTEE

There shall be an Executive Committee of the Policy Board comprised of:

Chairperson
Vice-Chairperson
Secretary
Director of Curriculum and Staff Development

The Executive Committee shall be empowered to act for the Board on administrative exigencies as may occur from time to time. These may include, but not be limited to, approval of routine reporting requirements to the State Board, minor proposal modifications for submission and negotiation on grant awards.

## GENERAL ASSEMBLY

84 teacher representatives (1:20 ratio professionals)

LSEA-AFT
(Public Library
Adult Education)

8 building administrators

Meets quarterly
Three year membership
Appointed by association and school district respectively

Purpose: serve as a liaison from building or department, assess needs, locate resources to meet those identified needs, write applications for funding of programming, and act as a public relations agent

Function of Liaison Person:

A. Assessing building needs: teacher needs, administrative needs, student needs, and community needs.

B. Selecting an alternate or person willing to assist (perhaps one person for each floor in secondary buildings).

When more than one liaison person in building, one person should be selected as the main contact.

C. Explaining what this Committee is all about.

D. Consulting with principal about needs and strategy.

E. Writing proposals to apply for funds for building.

F. Taking notes from all meetings and distributing to professional staff (teachers and administrator) in your building.

G. Planning a workshop:

1. submit report six weeks prior (form enclosed).
2. submit report after -- two day limit.
3. submit finance report within five days after workshop.

H. Attending meetings of General Assembly. Choice: to be released with 1/2-day sub or paid after-school meeting.

# STAFF DEVELOPMENT SURVEY

## TOP TEN PRIORITIES OF STAFF

770 SURVEYS WERE RECEIVED FROM ELEMENTARY LEVEL

| | PERCENT | | |
|---|---|---|---|
| | YES | NO | NO OR NO RESP |
| IMPROVING STUDENTS' LISTENING SKILLS | 83.6 | 7.9 | 8.4 |
| CLASSROOM STRATEGIES FOR DISRUPTIVE STUDENTS | 78.7 | 9.4 | 11.9 |
| STUDENT MOTIVATION AND RESPONSIBILITY | 76.9 | 13.2 | 9.9 |
| PROMOTING STUDENT SELF-ESTEEM | 74.9 | 14.7 | 10.4 |
| COPING WITH STRESS | 73.5 | 17.4 | 9.1 |
| CLASSROOM STRATEGIES FOR COMP ED AND LOW ACH | 72.6 | 13.8 | 13.6 |
| METHODS OF TEACHING READING: COMPREHENSION | 66.2 | 19.1 | 14.7 |
| CLASSROOM STRATEGIES FOR GIFTED STUDENTS | 65.5 | 13.9 | 20.6 |
| CLASSROOM STRATEGIES FOR LD STUDENTS | 65.2 | 9.4 | 25.5 |
| TEACHING INTERPERSONAL COMMUNICATION SKILLS | 64.7 | 18.4 | 16.9 |

11/80

# STAFF DEVELOPMENT SURVEY

## TOP TEN PRIORITIES OF STAFF

554 SURVEYS WERE RECEIVED FROM SECONDARY LEVEL

| | PERCENT | | |
|---|---|---|---|
| | YES | NO | NO OR NO RESP |
| STUDENT MOTIVATION AND RESPONSIBILITY | 80.9 | 9.4 | 9.7 |
| PROMOTING STUDENT SELF-ESTEEM | 76.5 | 11.9 | 11.6 |
| IMPROVING STUDENTS' LISTENING SKILLS | 76.4 | 9.7 | 13.9 |
| CLASSROOM STRATEGIES FOR DISRUPTIVE STUDENTS | 70.9 | 13.0 | 16.1 |
| COPING WITH STRESS | 70.6 | 17.5 | 11.9 |
| CLASSROOM STRATEGIES FOR COMP ED AND LOW ACH | 63.2 | 15.2 | 21.7 |
| CLASSROOM STRATEGIES FOR GIFTED STUDENTS | 62.8 | 14.1 | 23.1 |
| TEACHING INTERPERSONAL COMMUNICATION SKILLS | 61.6 | 21.1 | 17.3 |
| ALTERNATIVE CAREERS FOR EDUCATORS | 60.6 | 23.1 | 16.2 |
| INDIVIDUALIZED INSTRUCTION: METHODS THAT WORK | 60.6 | 20.8 | 18.6 |

11/80

# STAFF DEVELOPMENT SURVEY

## TOP TEN PRIORITIES OF STAFF

163 SURVEYS WERE RECEIVED FROM LEVEL NOT LISTED

| | PERCENT | | |
|---|---|---|---|
| | YES | NO | NO OR NO RESP |
| COPING WITH STRESS | 68.7 | 13.5 | 17.8 |
| PROMOTING STUDENT SELF-ESTEEM | 65.6 | 8.6 | 25.8 |
| STUDENT MOTIVATION AND RESPONSIBILITY | 65.0 | 9.2 | 25.8 |
| HELPING ABUSED AND NEGLECTED CHILDREN | 63.2 | 11.7 | 25.2 |
| FIRST AID | 62.6 | 16.6 | 20.9 |
| TEACHING INTERPERSONAL COMMUNICATION SKILLS | 62.6 | 8.0 | 29.4 |
| CLASSROOM STRATEGIES FOR DISRUPTIVE STUDENTS | 61.3 | 9.8 | 28.8 |
| CPR | 60.1 | 18.4 | 21.5 |
| VERBAL AND NON-VERBAL COMMUNICATIONS | 60.1 | 19.0 | 20.9 |
| RELATIONS WITH CO-WORKERS, ADMIN, STUDENTS, PARENTS | 60.1 | 23.3 | 16.6 |
| WAYS TO IMPROVE COMMUNICATIONS WITH PARENTS | 60.1 | 15.3 | 24.5 |

GROUP 012

# STAFF DEVELOPMENT SURVEY

## TOP TEN PRIORITIES OF STAFF

18 SURVEYS WERE RECEIVED FROM ALLEN

| | | PERCENT YES | NO | NR OR NO RES |
|---|---|---|---|---|
| 16. | IMPROVING STUDENTS' LISTENING SKILLS | 94.4 | .0 | 5.6 |
| 14. | PROMOTING STUDENT SELF-ESTEEM | 88.9 | 5.6 | 5.6 |
| 20. | CLASSROOM STRATEGIES FOR LD STUDENTS | 83.3 | 5.6 | 11.1 |
| 19. | STUDENT MOTIVATION AND RESPONSIBILITY | 83.3 | 5.6 | 11.1 |
| 21. | CLASSROOM STRATEGIES FOR GIFTED STUDENTS | 77.8 | 5.6 | 16.7 |
| 7. | PROVIDE ENRICHMENT ACTIVITIES | 77.8 | 5.6 | 16.7 |
| 33. | USING THE ARTS TO SUPPORT YOUR CURRICULUM | 77.8 | 11.1 | 11.1 |
| 50. | COPING WITH STRESS | 77.8 | 16.7 | 5.6 |
| 37. | MATCHING TEACHING STYLES WITH LEARNING STYLES | 72.2 | 5.6 | 22.2 |
| 36. | INDIVIDUALIZED INSTRUCTION: METHODS THAT WORK | 72.2 | 5.6 | 22.2 |
| 28. | CLASSROOM STRATEGIES FOR DISRUPTIVE STUDENTS | 72.2 | 16.7 | 11.1 |
| 29. | STRATEGIES IN WORKING WITH SMALL GROUPS | 72.2 | 16.7 | 11.1 |

GROUP 01.1

# STAFF DEVELOPMENT SURVEY

## TOP TEN PRIORITIES OF STAFF

80 SURVEYS WERE RECEIVED FROM EASTERN

| | | PERCENT YES | NO | NR OR NO RES |
|---|---|---|---|---|
| 16. | IMPROVING STUDENTS' LISTENING SKILLS | 61.3 | 6.3 | 32.5 |
| 19. | STUDENT MOTIVATION AND RESPONSIBILITY | 59.0 | 8.8 | 32.5 |
| 2H. | CLASSROOM STRATEGIES FOR DISRUPTIVE STUDENTS | 57.5 | 7.5 | 35.0 |
| 5D. | COPING WITH STRESS | 56.3 | 6.3 | 37.5 |
| 14. | PROMOTING STUDENT SELF-ESTEEM | 50.0 | 11.3 | 38.8 |
| 8O. | ALTERNATIVE CAREERS FOR EDUCATORS | 43.8 | 11.3 | 45.0 |
| 2I. | CLASSROOM STRATEGIES FOR GIFTED STUDENTS | 42.5 | 7.5 | 50.0 |
| 2B. | CLASSROOM STRATEGIES FOR EI STUDENTS | 42.5 | 8.8 | 48.8 |
| 5C. | METHODS OF TEACHING READING: COMPREHENSION | 41.3 | 7.5 | 51.3 |
| 15. | VALUES CLARIFICATION EXERCISES | 37.5 | 11.3 | 51.3 |
| 3S. | INDIVIDUALIZED INSTRUCTION: METHODS THAT WORK | 37.5 | 10.0 | 52.5 |
| 2K. | CLASSROOM STRATEGIES FOR COMP ED AND LOW ACH | 37.5 | 8.8 | 53.8 |

Date _____ No. _____

#1
Application For Funding Of Activity

A. Contact Person _____

B. School/Department _____ Phone _____

C. Title of Activity _____

D. Type of Activity (workshop, conference, etc.) _____

E. Statement of Goal/Purpose/Objective _____

_____

_____

F. Date and Times of Activity _____

_____

G. Materials Needed _____

_____

H. Resource Person _____

I. Proposed Costs: Number of Participants _____

| | |
|---|---|
| a. substitutes needed _____ (cost/half day x # people) | a. _____ |
| b. workshop pay (# people x cost per hour/contract) | b. _____ |
| c. conference fee (no travel, housing, or meals) | c. _____ |
| d. materials | d. _____ |
| e. resource person's fee | e. _____ |
| f. other (please be specific) | f. _____ |
| ESTIMATED TOTAL: | _____ |

J. Additional Comments, if necessary us back of page _____

_____

K. Outcome:

☐ Accepted as Submitted

☐ Accepted as Modified

☐ Rejected, find enclosed guidelines (may appeal to policy board)

DATE: _____

(If any questions, call Jackie Urso, 4114, or Bill Helder, 4210)

STAFF DEVELOPMENT CALENDAR LANSING SCHOOL DISTRICT



| DATE | TITLE AND DESCRIPTION | PLACE | CREDIT | COST | FUNDING | FOR MORE INFORMATION |
|---|---|---|---|---|---|---|
| Monday Dec. 1 | Introduction to Asian Art and Culture | Oak Park School | | | | District Art Office - 374-4314 |
| Monday, Dec. 1 4:00-5:30 p.m. (informal 3-4 pm) K-12 | Career Alternatives: Decision-Making Tom Hummel, former Lansing teacher, will address the career alternative decision making process he experienced. An informal panel will give information regarding resources available through the Lansing School District, University, and MEA. | Hill High School Social Room | PGP 2 hrs. | Free | | Jackie Urso - 4210 |
| Wed. and Thurs. December 3 & 4 8:30-3:00 p.m. | Junior Great Books | Ingham Intermediate School District | | $28.00 | Personal | Ingham Intermediate School District - 676-3212 |
| Thursday, Dec. 4 8:30-3:30 p.m. (K-8) | MASTERY IN READING with Dr. Bill Martin, Jr. Designed for educators to increase sensitivity to children and their natural styles of learning. Six subs available - make reservations by Dec. 1. Call 4210. | Detroit, MI | | $50.00 | District Funds | Curriculum Office - 4210 |
| Saturdays November 29 December 6 & 13 8:00-1:00 p.m. | Self Defense Against Sexual Assault Consultant: Joan Nelson Registration limited to 25. Register by calling 374-4575. | French Gym | PGP 5 hrs. | Free | | JoAnn Burns - 374-4575 |
| Thursdays Jan. 8 - Mar. 12 4:00-7:00 p.m. | CONSUMER ECONOMICS FORUM offered by Michigan State University. For junior high, high school & adult education teachers who plan to teach a course in consumer economics, economics, and related courses. | Ingham Intermediate School District | Three graduate credits from MSU, BOA 890, College of Business | | Personal | Dr. John P. Manzer MSU 355-0252 |
| Tuesdays (6) Jan. 13-Feb. 17 4:00-6:00 p.m. (K-12, Teachers, Aides) | STRESS MANAGEMENT with Mary Ann George and Mary Weimer of Region Thirteen. Learn practical strategies you can use to bring classroom pressures & demands under control. Dates: January 13, 20, 27 and February 3, 10, 17. Register by calling 374-4304 by January 7. | Elmhurst Library | Compensation: Teachers - 6 hrs. workshop pay 6 hrs. PGP Aides - Workshop pay | | Title I Inservice Entitlement Funds | 374-4304 Title I Inservice |